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# GLOBE

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THE GEORGE BROWN COLLEGE OF APPLIED ARTS & TECHNOLOGY

## REVOLT AT G.B.C. - HARDLY



The Globe has had quite a successful year, here at George Brown; but unfortunately it has not been through the help of the students. Sure S.A.C. gave the paper the money to keep it financially stable, but the money will not write articles for people to read.

Everybody likes to brag that it was George Brown College that initiated this and that but when it comes down to the subject of donating a little of the precious time of the student to help make things work a little easier for everyone - that is a different story.

A few members worked extremely hard to obtain a foundation for successive S.A.C.'s to build on... what did they receive? Nothing but destructive criticism from every side. It is nice that the instructors are interested in student affairs... but I hardly think it becoming them to interfere in student administrative management.

In the day and age of student revolts against the administrations of universities and colleges we can see George Brown College asleep under a shady tree. It is not because everything is running perfectly, but because the student body is nothing but a docile donkey. If President Lloyd levied a ten day week on us - we wouldn't realize it till two months later. If that is an insult to your intelligence - it is meant to be. Look around you. How many leaders do we have that would be capable of taking over a job requiring more qualifications than a Scott Mission refugee?

Too many. George Brown College will remain a simple P.I.T. for a long time to come and this is simply because of the calibre of the students entering her doors. What do I mean by that? I mean that the majority of the students are high school flunkies that neither care nor intend to care about anyone else but themselves. No wonder the world seems to be sinking into a sump pit - nobody but the radicals want to change things. When the radicals take over the positions in the S.A.C. offices of George Brown - then there will be revolts and plenty of walk-outs. But this is ridiculous. The students who are satisfied with the College will suffer because the radicals want to demonstrate over the fact whether the President should wear white shorts or polka dotted ones. Does that argument sound silly? Then look at some of the odd-ball things that students want in other institutions.

President Lloyd, you need never worry about being ousted out of office by the students over a grievance - we are too lazy to do anything but visit Grossman's or the Friars.

Speaking of Administration - It is this function that enabled the



LEE MCGUIRE

Lee will be next year's President of S.A.C. and should do quite a good job.

The voting that took place a couple of weeks ago showed Lee to be the popular choice - not at Teraulay St. Campus. Nassau carried Lee well over the top.

Good luck next year, Lee.

The Editor

Student Administrative Council to be what it is to-day. Without the help of President Lloyd and his staff, Ron Lessley and his band of dogooder would only have achieved half of their aims. A perfect example of people working together was exemplified this year in this regard.

But the days of rational thinking may soon go out the window. Our new president of S.A.C. has a lot to live up to after following in the steps of Mr. Lessley. What does this

vivacious little man have in store for the masses next year? The saying that "Power Corrupts" is ever so true in the hands of the inexperienced. It is up to the students next year to guide the president down the path of sanity. Can it be done. Also, if the bond between the Administration and S.A.C. is split next year because of outlandish demands by either side - then G.B.C. will enter into the abyss that so many radical universities have yet accomplished little.

J. LUNDY editor 68-69

Mr. Lloyd received his formal education in Wales, served an apprenticeship in plumbing and became a master plumber.

During World War II he served in the Royal Tank Regiment and then as an officer with the Indian Cavalry.

Mr. Lloyd came to Canada in 1947 and joined the staff of Ryerson Polytechnical Institute as a plumbing instructor in 1952.

He was appointed Principal of the Provincial Institute of Trades and Occupations in 1961, the same year that he received his Bachelor of Arts degree from the University of Toronto.

In 1967, he received his Master of Education degree from the same university.

The Provincial Institute of Trades and the Provincial Institute of Trades and Occupations were amalgamated in March, 1968, to form the nucleus of The George Brown College of Applied Arts and Technology. On the same date, Mr. Lloyd was appointed Principal of the College.

### PRESIDENT'S MESSAGE

As we approach the conclusion of our first full year of operation as a college of applied arts and technology we look back on a year of significant achievement in work, fun, and political re-organization. Perhaps the latter will stand in retrospect as being the most significant. The executive of S.A.C. has worked hard and effectively with the administrators of the College to create a viable working arrangement which results in financial stability for S.A.C., the inclusion of all students in S.A.C. affairs, and an involvement through various committees in the determination of policy within the College.

An excellent framework has been established through which students, staff, and administrators can work together to create a sound learning community. It is my hope that the student body will build upon the accomplishments of this year, accepting the responsibility and the extra work that this will entail. I and the governors of the College will do all that we can to make the best possible use of the insight, advice, and the

Contd. on page 4

## HELP WANTED

The Globe in the coming semester will require a number of people to work on the paper. We are interested in people who like to meet the public, and are good in getting facts for the paper.

### We Require the Following Staff:

- 2 Assistant Editors
- 1 Assistant Editor for Women's Page
- Treasurer
- Secretary
- These Positions Are For One Year

### Reporters Are Required For:

- Entertainment
- SAC Activities
- A "What If?" column
- Jokes & Cartoons
- Publicity

4 Typists

A Reporter from Dartnell and One From Teraulay

Phone 536-4204 Before May 15/69

Or

Contact Instrumentation Department

Ray Kirkpatrick

\* Persons Writing For The Paper Will Be Exempt From English Classes







# THE WAY IT IS

As Vice-President of the Teraulay Board of Representatives of SAC, it has been brought to my attention that the lack of student participation is largely due to the SAC Council. The students do not believe they are getting anything out of the SAC Organization that is of real benefit to them. The Students are not able to see what the organization is doing; this is not because they want to see but because they are not permitted to see what is being done.

I know that most SAC officials will argue about where the blame should be placed. As far as I am concerned, they can argue as long as they wish but the sooner they realize that they are to a large degree responsible for the lack of student participation, the sooner they will be able to solve this problem.

I also know that many SAC Officials claim that nothing else can be done to create student interest. Since they claim that nothing else can be done, let us see what has been done to create student interest. The information you are about to read was gathered from the President of the SAC Council and a class representative.

In answer to the question, "what has SAC done to create student interest?" Mr. Ron Lessley implied that the activities to create more student interest could be divided into four main categories as follows:—

1. More publicity
2. Regular publication of the school news

3. Founding of an Athletic Association
4. More diversified activities.

I also asked Mr. Lessley, if the things that had been done to create student interest in the Council were successful. In answer to this question he replied, that there were more students participating in the 1968-69 year than ever before and therefore, to that extent they were successful.

In answer to the same question Mr. Lee McGuire commented on the difference between the 1967-68 year and the 1968-69 year, and suggested that the files would show what had been attempted, to encourage student interest. He also mentioned that every function had not been a success.

Ernie Savignac's impression is that SAC's greatest problem is lack of student interest. Mr. Savignac hopes the campus representatives will be able to solve this problem.

I will agree with both presidents when they say that the SAC of 68-69 was the best SAC we ever had. I will agree with them when they say that we have had the most student interest during this year.

I will agree with our SAC Officials on many points, for they have made the organization a better one, but I will not agree with them when they say the students do not care. I will not agree with them when they say we cannot do anything about it and I will not agree with them when they say we have to wait and let the evolution of student interest take its own good time to evolve. I am afraid if they



wait for the evolution of student interest to take its own good time (to occur) we will never have student interest nor participation.

In order to solve the problem of student co-operation I suggest that the future SAC Executives make themselves more friendly and available to the students. By this, I mean instead of indulging in pleasures that neither benefit them nor the SAC Organization during their lunch periods, they should join the students at their lunch tables and discuss with them their problems.

I am not saying this is to be made a major objective,

neither am I saying that this is the only solution, but I am saying, I am confident it will help.

In my campaign I met a student who summed up the situation by saying:

"The members of the SAC Executive have forgotten what it is to be a student. They are overwhelmed by the power which they received on coming into office." he went on to say,

"they have become so wrapped up in their so called achievements that they do not care about the needs of the student body and as a result they institute their own wishes, and not the wishes of the student body."

I hope this article will make SAC Executive realize the seriousness of the problem and do something about it.

By William Latchman

## The Second Law of Thermodynamics

About ten years ago an English novelist named C.P. Snow caused a great furor by comparing the Second Law of Thermodynamics with a Shakespearean play. We talked about something called culture (capital C) and the relative importance to a man of culture of understanding the two.

Being a technically oriented person, I'm not what culture is, capital C or otherwise. I think it has something to do with the ability to understand what all the great thinkers of the past have tried to say, preferably in the original Latin, Greek or Elizabethan English. I can't read Latin or Greek, but I have made a manful stab at Shakespeare, in an edition where two-thirds of each page consisted of footnotes. For instance, when Macbeth says "To be thus is nothing: but to be safely thus," I was most comforted to find a footnote explaining that he only meant it wasn't much fun being a king unless one ruled in safety. That I can understand. He was worried about a double-cross from Banquo.

The Second Law of Thermodynamics is different. Simple straightforward, and direct. One physicist put it neatly when he said that, it is impossible to construct a device which, operating in a cycle will produce no effect other than the transfer of heat from a cooler to a hotter body. Neat, isn't it?

There, though, other statements of the Second Law which aren't quite so simple. Like this one: "In the neighborhood of an arbitrary initial state "A" of a physical system there exist neighboring states which are not accessible from "A" along quasistatic adiabatic paths." Just try following any old quasistatic adiabatic path and see where you end.

Let's go back to the first statement. Granted, the double negative makes it a bit awkward to sort out, but at least it doesn't need footnotes. But for the benefit of those few who have read thus far, and have not comprehended the meaning of it all, I'll attempt to illustrate it.

Start with a glass of hot water, and a glass of cold water. Mix them together and what do you have? A bigger glass of lukewarm water. Try it if you don't believe me. Works every time.

Now consider the converse of this experiment. Start with the big glass of lukewarm water and separate it into two small glasses of hot and cold water. Try it, and keep on trying. It never works. And that's all there is to the Second Law of Thermodynamics. Getting a glass of hot water out of that big glass of lukewarm water means that you have to make heat flow up hill from warm water, and that you cannot do without pushing it. Pushing implies supplying energy, such as a Bunsen burner, and the Bunsen burner is one of the "no effect other than" that the first statement talks about.

The Second law, of course, applies to many things besides glasses of water. It means, for instance, that there is a definite theoretical upper limit to the efficiency of any internal combustion engine, depending only on the temperature of the burning fuel and the temperature of the exhaust. It means that, although the oceans of the world contain a vast amount of thermal energy, we cannot extract it unless we have a colder place to let the heat flow to.

There are, by the way, four laws of thermodynamics, and the Second Law is really the third because the first wasn't discovered until after the Second and Third had been discovered and named the First and Second. If this sounds confusing, it needn't be, because the First Law is really the Zeroth Law. Make sense?

Best of  
Luck  
To All  
The  
Students  
at  
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## CONVOCATION CEREMONIES

The ceremonies for the graduating classes of Child Care Workers and Technicians will be held in the Nassau Street auditorium at 10:00 A.M.

FRIDAY, MAY 16, 1969

work of members of the staff and of students. I take this opportunity to thank all those who have worked with me during this year.

Congratulations are due to all of you who are now leaving us to fulfil your respective roles in society. We have enjoyed working with you and hope that you will continue to associate with us in the years to come. Remember that learning is a continuous life-long endeavour that requires continuous dedication and effort if you are to make the best use of your potential ability. I also believe that satisfaction in life comes from the realization that one is being as useful as one possibly can be to the community in which one finds one's living.

GOOD LUCK!

C. C. LLOYD  
PRESIDENT.